

DOCUMENT RESUME

ED 416 364

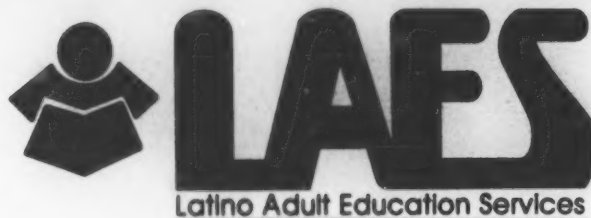
CE 075 784

AUTHOR Kissam, Ed; Dorsey, Holda
TITLE Men's Changing Roles. Tierra de Oportunidad Module 27. LAES: Latino Adult Education Services Project.
INSTITUTION Hacienda La Puente Unified School District, City of Industry, CA.; California State Univ. Inst., Long Beach.
SPONS AGENCY California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE 1997-00-00
NOTE 19p.; For related modules, see CE 075 757-787.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Basic Education; Basic Skills; Behavioral Objectives; English (Second Language); Females; Immigrants; Learning Modules; Lesson Plans; *Life Style; Literacy Education; *Males; Role Perception; Sex Fairness; *Sex Role; *Social Change
IDENTIFIERS California; 353 Project

ABSTRACT

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, discusses men's changing roles. It is designed to provide a framework for exploring how differences in language, laws, and ways for participating in the community and differences in the way in which members of a family relate to each other affect men's lives. It also explores some issues relating to men's roles in relation to women outside the family--in the workplace and in community life. The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A sample lesson plan begins with a cover sheet with objectives (learners and context, room setup, to bring, to do ahead, media used, and steps). The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: study roles of men and women in the home; analyze potential changes; give advice; and role play positive ways of discussing a problem. (YLB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *



Tierra de Oportunidad

MODULE 27

Men's Changing Roles

Ed Kissam and Holda Dorsey

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

☐ Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

R. A. E. [Signature]

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Funded by:
California Department of Education
Youth, Adult and Alternative Educational Services Division
through Federal Grant P.L. 100-297 Section 353
Contract #4213

CALIFORNIA STATE UNIVERSITY INSTITUTE & HACIENDA LA PUENTE ADULT EDUCATION

2

15381 E. Proctor Avenue • Industry, CA 91745 • Ph: 818 855-3161 • Fax 818 855-3568
hdorsey@otan.dni.us

BEST COPY AVAILABLE

CE075 784

LAES activities are funded by contract #4213 of the Federal P.L. 100-297, Section 353, from the Adult Education Unit, YAAES Division, California Department of Education. However, the content does not necessarily reflect the position of that department or of the U.S. Department of Education.

INSTRUCTIONAL AREA

*Managing Family Life***MODULE 27**
Men's Changing Roles**Overview**

For many immigrants, living in the U.S. involves changes in language, laws, and ways for participating in community life and also changes in the way in which members of a family relate to each other. This Module provides a framework for exploring how these differences affect men's lives. The module also explores some of the issues relating to men's roles in relation to women outside the family -- in the workplace and in community life.

The way families live in contemporary U.S. and prevailing ideas about men and women's roles within the family, in the workplace, and in the community can be seen as threatening by men who have grown to adulthood in a small self-contained community with traditional values. In approaching the issue of men's changing roles, it is crucial to respect the desire of men to fill the right role while, at the same time, searching jointly for ways to adjust the interacting styles with each other, of men, women, and children, to live successfully in a new social and economic environment.

In discussing sensitive issues about the roles of men, women, and children in the context of U.S. life, it is not useful to make reference to stereotypical images or examples of *machismo* but, rather, to urge men and women to look beneath the surface of commonly-held views and routinely question the rationale for ideas about what is right and. It is probably wiser to pay attention to and confront traditional views of the roles of men and women than to attempt to ignore them.

The challenge to instructors in using this module, is to get their students started on the task of reflecting about what they do with their lives, what they think of themselves, and what they want to do to progress. The appropriate goal is to get started, not necessarily to finish or come out with a cut-and-dried official story about what is right.

The appropriate approach for building skills in adapting to changing gender roles is to treat these issues as part of overall problem-solving in life. Interestingly, the problem-solving skills people build in adapting to changing gender roles can, eventually be extremely useful working out problems of conflicting roles at work and in community life as well as in family life.

Basic Skills Development

Thinking Skills

analyzing issues of gender roles as part of overall problem solving, optimizing the benefits for all, and minimizing the personal costs, practicing framing questions, finding and using answers, and "tinkering" with possible solutions.

Learning to Learn

building ability to fulfill non-traditional roles and how enjoyment, curiosity, and "play" are all part of learning; pacing, practicing and communicating about new skills as a foundation for going on to learn more.

Uses resources

building on home country and family experience with cooperation, recognizing and valuing positive character traits, valuing personal support and social networks, utilizing human resources (co-workers, supervisors) to help solve problems which affect an entire group.

Interpersonal Skills

recognizing family interactions as involving teamwork, considering the different roles of each individual in a team, recognizing each different team member's need for support from others in the team; practicing harmonizing objectives to achieve "win-win" solutions wherever possible.

Uses Information

assessing information from different sources, comparing, contrasting, and evaluating different opinions and personal perspectives, discussing the pros and cons of proposed solutions.

Teaching Points

1. **Women's participation in the labor force is almost inevitable due to bigger forces than an individual's values or personal preferences.** Perhaps the most wrenching changes, in moving to the U.S., even more for older adults, stem from the changing economic life -- views about working, pressures to work, pressures at work, and juggling the demands of work and home life. Most couples, whatever their education and skills level, will find that both husband and wife need to work to attain the standard of living they want. The pressures on educationally disadvantaged families in low-wage occupations are the strongest since two incomes are literally needed to survive.

2. **The issue of whether women work or not is not only a practical one but, it is also an issue about self-worth and self-image--for both men and women.** New roles for working women do not diminish men's roles as wage earners or protectors for their families. Men and women both can be motivated to work not only by economic need but as part of fulfilling their personal potential. Men can be threatened by the idea of their wives working in general, or by women working in men's jobs. Men need to accept, that women in the United States will almost inevitably need to work and want to work for wages.
3. **Families must reach their own accord about exact arrangements and how rapidly they can change.** When women take on new roles working outside their homes, it is inevitable that men must take on new and sometimes unfamiliar roles at home -- shopping, cooking, caring for children, dealing with institutions and agencies such as schools, health clinics, and family support programs. There is no single right balance for men and women's responsibilities at work; each family's goal is to find an arrangement that works well. New roles for men at home and for women at work do not diminish their traditional roles.
4. **Men, as well as women, should be respected for what they do in non-traditional roles and be encouraged to become constantly better in them, and given permission to enjoy these roles.** As men and women take on new roles, one of the challenges is to understand that it is all right to enjoy those new roles and spend time and energy on learning better how to fill these roles. Men who begin to explore new roles in parenting (women's traditional role) need to be encouraged by their wives and respected by children, family, friends, and neighbors as they become more involved. By the same token, women who begin to explore new roles in the workplace (men's roles), for example, as supervisors, managers, trainers, troubleshooters, need to be encouraged to continue developing their skills in this area. These changes in gender roles may trespass many traditional views but that is still satisfactory.
5. **Husbands, wives and other family members may benefit from coaching each other in new and non-traditional roles.** Women's unpaid work as mothers, problem-solvers at home, responsible and responsive neighbors, and intermediaries between the family and a host of social institutions is not easy. Wives, and also mothers and sisters, can provide valuable coaching to men about how to handle these demands. Men should initiate this coaching by asking for help when they are confused. By the same token, husbands, fathers, and brothers can help women to deal with the non-traditional and possibly unfamiliar experience of functioning in a position of authority as managers, supervisors, and business owners. When men and women agree to help each other with new and unfamiliar roles, the process of changing roles can become one of drawing closer together and developing new perspectives, values, and skills.

6. In the California workplace, men and women are legally equal and men must learn to treat women as co-workers with the same rights, responsibilities, and benefits as men. Legally, the picture is very clear. California employers cannot treat workers differently based on their gender. However, the reality is that some employers do not, and some do, and these employers are very attentive to issues of gender equity because they are liable for sexual harassment and for equitable treatment to men and women. Men who do not treat women properly or equitably in the workplace risk being fired and have almost no legal recourse.
7. In the California workplace, men and women are legally equal and need to learn how to work cooperatively as members of a company team. Men benefit from treating all co-workers, male or female, in an equitable way -- sharing responsibility, communicating respectfully, and listening carefully to what they say. Practically, the worklife of men who try to maintain their traditional dominant roles is much harder than those who can share responsibility equally with women. At the same time, career advancement, requires taking on new responsibilities in communicating well with diverse people in the course of supervision, in the course of responding to a supervisor's instructions and needs, in the course of training, marketing, or consulting. Men who cannot be trusted by their employers to treat women equitably cannot be trusted to treat other people equitably (clients, supervisees, co-workers) and have few chances of getting ahead.
8. As men move into roles beyond their traditional responsibility as breadwinners, and authority figures to deal with issues traditionally left to women, they will find that these new skills will help them in the workplace as well as at home. Roles traditionally viewed as women's roles, for example, counseling, nurturing, encouraging, mediating, are all increasingly part of the contemporary team-based workplace. It may be useful for men and women to consider the similarities and differences between the traditional roles of coach and mother. Currently, the qualities of both are considered to be an important part of effective supervision, management, and access to mid- and high-level employment which involves contact with the public or important customers.
9. Public institutions such as the schools, social services departments, hospitals, and health clinics have not always overcome traditionalism about men's and women's roles. Men who are not yet certain about the appropriateness or viability of their functioning in roles they have traditionally thought of as women's roles may, from time to time, be thrown off by gender-stereotyped behavior. They should be warned of this, encouraged to take a mental step back to see the situation as humorous, and keep in mind the legal principles of gender equity.
10. Peer support is a key element in trying out and succeeding in new non-traditional roles. Men who are involved in traditional women's roles should be encouraged to support other men dealing with this issue. At the same time,

men who are themselves still committed to traditional views about the right roles for men and women should at least be encouraged to live and let live and not demean, taunt, or undermine other men's taking on new roles, for example, in caring for children, cooking, etc.

11. In community life, as in the workplace, men will benefit by recognizing and accepting women's taking on leadership roles. The reality is that women play a major and, perhaps, leading role in many realms of community participation. There are many reasons for this, but the bottom line is that men who are concerned about their communities and want to work effectively for positive change will need to work well with women.

Sample Learning Activities

** Many of the sample learning activities from Module 11, "Women's Changing Roles" can be used just as effectively, with only minor modifications to explore men's changing roles. Additional sample learning activities are included below.*

1. Ask class participants to list what they consider to be "men's" and "women's" roles at home. Explore any disagreements about how to classify these roles. Once the list is made, ask the class to discuss whether they themselves take on any non-traditional roles for their gender or whether anyone they know does. How do they, or people they know, enjoy the non traditional roles? How does it work out in their experience? What are the problems? How have they, or people they know, resolved the problems if any? (Most people will be able to address this with some measure of humor. This makes this a good ice-breaker.)
2. Ask class participants to discuss and tabulate how many of them live in households where husbands and wives both work. Then, move on to discuss how much men and women contribute to the economic self-sufficiency of the household. It may be useful to tabulate households as follows: a) where only a woman works; b) where both a man and a woman work and the man's earnings make up 60 percent or more of household income; c) where both a man and a woman work and the woman's earnings make up 60 percent or more of the household income. Class participants should then speculate about how men's earnings and women's earnings are used -- jointly to share household costs? or do men pay for some kinds of things, women for others?
3. Ask the class to debate, in pairs, the view that women should take care of the home while men should work in a job and support the family economically.
4. Ask the class to debate, in small groups, the view that men should be supervisors and managers and that women should work in less important jobs and be respectful to men.

5. Set up a role-play exercise in which a woman-manager at a major automobile repair and maintenance facility and needs to tell an employee, who thinks that only men can fix cars, that he used the wrong parts in repairing a customer's car. Ask a group of four volunteers from the class to coach the female manager ahead of time on effective strategies. Ask another group of four volunteers from the class to critique the role-playing and discuss how they think things will turn out for the manager and her employee.
6. Set up a role-play exercise in which a man, an injured farmworker, and his three children go to apply for food stamps from a suspicious female social services worker, while his wife is working a 12-hour shift at the cannery. Ask the class to counsel him about how to control his temper and get the food stamps.
7. Ask the class to collectively develop a list of "tips" to help husbands and wives agree on who does the household chores, arranges for child care, and deals with government agencies when both are working a 40-hour week.
8. Create a list of "hot button" controversial topics about men's and women's roles which come up in the course of examining men's and women's traditional roles. Discuss a selected "hot button" in a small group.
Some examples of such "hot button" topics:
 - A wife goes to a company-sponsored training session in another state (assuming that it will help her get a promotion) and her husband is left with the responsibility of caring for their children?
 - A wife has a male co-worker bring her home from work on a night shift at 11 PM?
 - A husband cooks dinner when he works 20 hours a week and his wife works 40 hours a week, even though she is a better cook than he is?

The point of this exercise is not necessarily to assure that everyone in the class takes on the politically correct point of view for life in the U.S. but to get people talking through such issues.

9. Ask the men and women in the class to coach the other about performing a non-traditional role. What's the best way to select produce? How would you take care of laundry without letting it pile up? How would you get the children to do their homework? How would you deal with men's typical complaints? How would you give work orders to men?
10. Ask the class to discuss strategies for dealing with outside pressures. What do women suggest men do to answer criticisms by both fellow men and women that men should stick to men's roles? How would you encourage men to take on new roles? How would you persuade others to recognize women's right to take on men's roles? How would you respond to parents who feel that a woman should just stay home or the man should not do laundry?

11. Invite a female community activist to talk to the class about her experiences as a community leader and whether she has had any problems with men accepting her leadership. If so, ask her to discuss how she resolved these problems.
12. Invite a local business persons to talk to the class about how their companies feel about gender equity, how they avoid problems of sexual harassment, and what the companies do to train staff to address these problems.

Resources

California Department of Education, Career Development Unit, **Gender Equity Office** - For information and materials related to gender equity. (916) 558-4860

Internet resources:

California Employment Law - www.employlaw.com

U.S. Department of Labor - www.dol.gov

USDOL Employment and Training - www.doleta.gov/programs
Look for "Women's Bureau"

Non-traditional occupation survey - www.accessil.com/iwttp/nontrad.htm

ESL Commercial Textbooks

- Decision Dramas, Jag Publications
Unit 13, Who will Take Care Of Baby?
- ESL For Action, Addison-Wesley
Unit 7, Moving Toward Equality
- Face the Issues, Longman
Unit 4, Where the Girls and Boys Are
Unit 8, From One World to Another
- Faces: Exchanging Views in English, Lateral Communications
Unit 14, Men and Women
- Faces of the USA, Longman
Chapter 1, The American People: Men and Women
- Heartworks, Inspirations for English as a Second Language, Prentice Hall Regents
Unit 10, Are Men and Women Really Equal?

- Talk It Over, Longman
Boy's Work or Girls' Work?
- Practical Parenting Tips, Bantam Books
Ch. 6, The Changing Family
- Problem Solving, Longman
P. 12, Duong's Problem
P. 22, Tony and Antonia's Problem
P. 77, Somsack and Sy's Problem
- 16 Extraordinary Hispanic Americans, J. Weston Walch
P. 19, Jaime Escalante
P. 25, Edward James Olmos
P. 63, Henry B. Gonzalez

Video tape

Man, Oh Man, Distributor: New Day Films
853 Broadway, Suite 1210
New York, NY 10003
(212) 477-4604

This videotape explores the forces that mold young boys into men and examines definitions of masculinity, intergender communication, self worth, gender equity, and changing roles.

27. Men's Changing Roles

OBJECTIVES

- Study roles of men and women in the home;
- Analyze potential changes;
- Give advice;
- Role play positive ways of discussing a problem.

LEARNERS & CONTEXT

Adult students. Average ability of the group is medium. The range of ability is wide. Motivation is high. There are many learners whose English is limited.

TO BRING

3 x 5 cards with potential problems

TO DO AHEAD

Prepare 3 x 5 cards with potential problems

MEDIA USED

STEPS

Motivation
Introduction
Roles at home
What's your role?
I need to learn
Some advice
Break
Situations
Role Play
Feedback
Reflection
Closure



Lesson Plan: 27. Men's Changing Roles

Motivation
(15 min) *Motivation*
• *Establish Need*

Teacher asks each student in the class to state what chore they do at home.
Teacher might start by stating:
"I do the garden"

Introduction
(10 min) *Information Preview*
• *State Objectives Informally*

Teacher states the objectives.
Today we will:
Study the roles of men and women in the home;
Analyze potential changes;
Give advice;
Role play positive ways of discussing a problem.

We will also practice:
negotiating and agreement;
participating as a member of a team;
networking; and
teaching others.

Roles at home
(10 min) *Information Acquisition*
• *Participatory Presentation*

Teacher asks students to sit in teams of five.
Each team member needs to write in two columns the roles of men and women in the home.

On one paper the column on the left is for Men's roles and the column on the right for Women's roles.

Each student will write one job and pass the paper to the left.
Write as many as you can.

What's your role?
(15 min) *Practice & Feedback*
• *Group Practice - Indep.*

Teacher asks students in their teams to share if they take any non-traditional role in the home, and if so if they like it, if there are any problems, if they have resolved the problems, how they resolved them.

A spoke person from each team will report to the whole group about their findings.

BEST COPY AVAILABLE



Lesson Plan: 27. Men's Changing Roles

(10 min)	I need to learn <i>Information Preview</i> • <i>Learner Pre-Questions</i>	Teacher asks students to tell their team members what they need to do or would like to do, but do not know how. Other team members can give tips or advice as to how to do the job.
(15 min)	Some advice <i>Practice & Feedback</i> • <i>Individual Practice - Indep.</i>	Students may move to other teams seeking advice for their need. Also, students may refer individuals to another student whom they know might have the needed advice. Students report back to the whole class what they found or did not find.
(10 min)	Break <i>Other</i> • <i>Break</i>	Students take a few minutes to stretch, get their materials together, return to their original team. Teacher completes paperwork.
(10 min)	Situations <i>Information Acquisition</i> • <i>Procedure Description</i>	Teacher asks students to get back in their teams of five. In their team they are to assign themselves the roles of family members: parents, grandparents, children, in-laws, other relatives, living in the same house. Students must set up a situation created by the attitudes of the relatives.
(15 min)	Role Play <i>Practice & Feedback</i> • <i>Role Play</i>	Students role play an effective and an ineffective way of handling the situation.



Lesson Plan: 27. Men's Changing Roles

Feedback

(15 min)

Practice & Feedback
• *Group Feedback*

Teams present their role play in front of the whole group.

Reflection

(15 min)

Closure
• *Reflection*

Teacher asks students to reflect on the content of the lesson, "Men's Changing Roles".

And also to reflect on the effect of teamwork.

Students may share their thoughts with the whole class or write them in their journal.

Closure

(10 min)

Today we:
Studied the roles of men and women in the home;
Analyzed potential changes;
Gave advice;
Role played positive ways of discussing a problem.

We also practiced:
negotiating and agreement;
participating as a member of a team;
networking; and
teaching others.

BEST COPY AVAILABLE

Men's Changing Roles

OBJECTIVES

Today we will:

- Study the roles of men and women on the home;
- Analyze potential changes;
- Give advice;
- Role play positive ways of discussing problems;

We will also practice:

- participating as a member of a team;
- negotiating toward an agreement;
- networking
- teaching others.



Date: _____

Student Name _____

Teacher Name _____

Module 27 Men's Changing Roles

Instructions: Choose **one** of the two following projects.

1. In groups of 4 or 5 students, design an interview that each group member will do with an immigrant man they know who is not strictly traditional.

Background: This man is a man who has taken on some non-traditional roles. Maybe he helps his wife with the housework or takes care of the children. Maybe he has taught his wife to drive and helped her to get her driver's license. Perhaps he is a non-traditional father. The questions on the interview should include how he feels about himself in relation to the non-traditional roles that he plays, how other men treat him and what their attitudes toward his behavior are and how the women in his life - wives, daughters, mothers or girlfriends - feel about this subject. Write a description of what you find out and share it with your group or the whole class.

2. Choose a non-traditional role for your sex. Write down as clearly as possible what you will do. Explain it to your group before you act it out. The group may help you clarify your plan or give you suggestions. Act out your non-traditional role at home, work or in the community. Report back to the group. Write up your results.

For example, if you are a man: you may tell your wife that you plan to go to the laundromat alone and do all the laundry. Tell some male friends and relatives that you have decided to do the laundry for a while. Be sure and notice how other people treat you, what they say, how they look at you and if they are supportive, neutral or critical. Notice how you feel about doing the work.

For example, if you are a woman: choose something that is non-traditional for a woman and tell the men in your life that you plan to take on this non-traditional role. Pay attention to their reactions, what they say, if they try to convince you not to do it, etc. Report to the group and write up your results.

BEST COPY AVAILABLE



Date: _____

Student Name _____

Teacher Name _____

Student Survey Men's Changing Roles

Please answer the following questions so that you and the instructor can have a better idea how much you already know about the subject of Men's Changing Roles. By this we mean, what non-traditional activities men sometimes do.

1. **Have you ever talked with friends or relatives about men you have seen who are in occupations you sometimes wouldn't have expected to see them, for example in nursing or as office assistants or as teachers; and that they sometimes they are responsible for things which some people think is women's responsibility, like taking care of children, or cooking at home?**

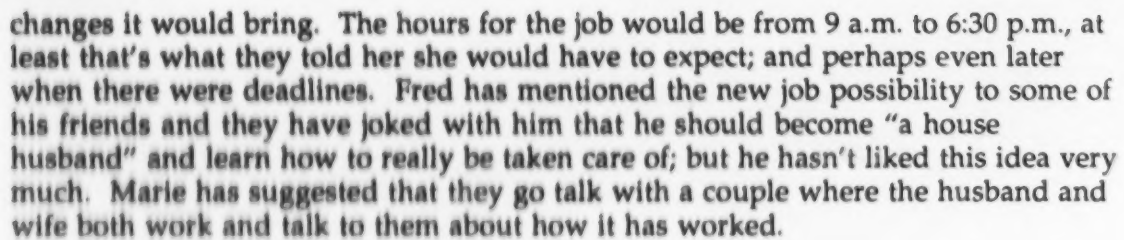
____ Yes, often ____ Yes, a few times ____ No, never

2. **How much do you believe that the roles played by men and women from other countries have to change when they move to the United States? For example, women may have to work or drive and men may have to take care of children or do some of the housework?**

____ The roles have to change a lot
____ The roles have to change a little
____ The roles don't have to change
____ Not sure

3. **Please help Marie and Fred.**

Background: Fred has been working as a mechanic in a shop and can pretty much set the hours he works, and Marie has been staying home as much as possible and taking care of the kids, they have two children both under 8 years old. Sometimes Marie has been providing childcare to other children to bring in extra money. Fred has been making substantial money, but Marie has not, and they really need more. Now, because of someone she has met during the time she has been doing child care, Marie has a chance to get a job in a law office that pays \$11.00 an hour. The opportunity seems great, but in talking about it with Fred they both realized the



This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

19